

## WILLISTON-ELKO MIDDLE

12233 Main Street  
Williston, SC 29853

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	228 Students	
<b>Principal</b>	Dr. Eavon Hickson	803-266-3430
<b>Superintendent</b>	Alexia C. Clamp	803-266-7878
<b>Board Chair</b>	Mr. Ronald Brown	803-266-7878

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

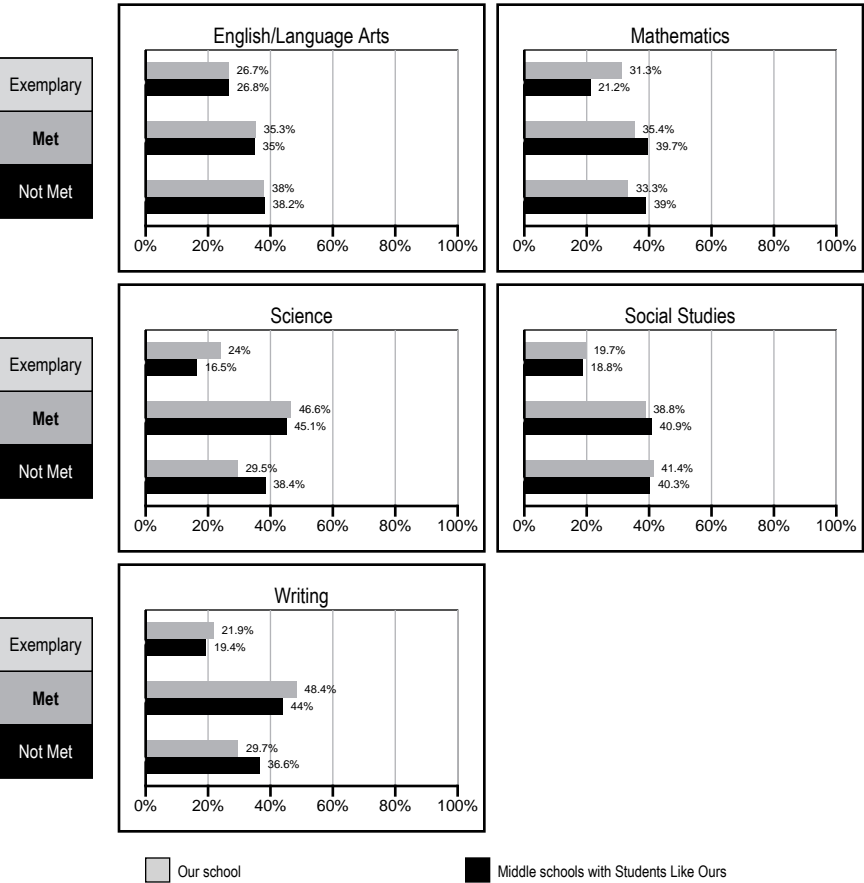
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	31	16	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	90.9%	95.0%
English 1	N/A	97.0%
Physical Science	N/A	80.3%
US History and the Constitution	N/A	N/A
All Subjects	90.9%	95.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=228)				
Students enrolled in high school credit courses (grades 7 & 8)	16.2%	Up from 14.1%	21.4%	24.2%
Retention rate	0.0%	Down from 0.5%	0.8%	0.7%
Attendance rate	96.5%	Down from 96.8%	95.4%	95.9%
Eligible for gifted and talented	15.2%	Down from 16.4%	13.2%	16.4%
With disabilities other than speech	13.5%	Down from 16.9%	14.1%	12.0%
Older than usual for grade	2.2%	Up from 2.0%	3.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.5%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	53.8%	Down from 60.0%	57.1%	58.5%
Continuing contract teachers	84.6%	Up from 80.0%	79.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.9%	4.0%
Teachers returning from previous year	82.3%	Down from 85.4%	82.9%	84.6%
Teacher attendance rate	95.1%	Up from 93.4%	95.0%	95.4%
Average teacher salary*	\$42,858	Down 2.9%	\$45,756	\$46,561
Professional development days/teacher	12.0 days	Down from 20.7 days	10.9 days	10.2 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 15.9 to 1	20.6 to 1	21.1 to 1
Prime instructional time	90.3%	Up from 88.5%	89.7%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	96.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,915	Down 2.4%	\$8,529	\$7,802
Percent of expenditures for instruction**	70.3%	Up from 69.9%	62.2%	63.8%
Percent of expenditures for teacher salaries**	65.7%	Up from 63.5%	58.4%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We made great strides in enticing hearts and educating minds in 2009-2010. We continued to fortify our foundation to bridge our academic gap with the support of our parents, community, and Stephen Peters, who stressed the importance of student/teacher relationship building. Our connection with our stakeholders was impacted through our Family Nights and home and neighborhood visits. Thus, we were better able to utilize Positive Behavior Intervention Supports and Student Support Team Initiatives. We enticed hearts by offering 7th grade Single Gender classes, 8th grade laptop computers, Community Laptop Labs, and the initiation of the Student Ambassadors. A group of select students attended a Leadership Conference in Florida, and TAG students were spectators at the USC vs. Florida baseball game. We observed evidence of great minds unfolding through the recognition of one Junior Scholar and one of our 6th graders who represented South Carolina in the National Geographic Bee in Washington, DC; as a result of his winning the state-level competition. Last but not least, our school met AYP. In preparing our students for the future, each grade level visited and explored college life and attended a Career Fair, and some participated in the Job Shadowing program. They were exposed to many jobs through Career Awareness sessions and made knowledgeable of course work associated with specific occupations through the Individual Graduate Plans. We continued our Service Learning Projects and included collecting donations to help aide Earthquake victims in Haiti. As we strive to educate, our goal is to ensure each student achieves academic success. We appreciate and ask for your continued support in our endeavors.

Ms. Denise Long, SIC  
Dr. Eavon H. Hickson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	52	29
Percent satisfied with learning environment	100.0%	53.8%	75.9%
Percent satisfied with social and physical environment	100.0%	69.2%	72.4%
Percent satisfied with school-home relations	100.0%	90.2%	79.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	236	100	38	35.3	26.7	76.5	82.5	83.5	Yes	Yes
<b>Gender</b>										
Male	134	100	42.1	37.3	20.6	76.2	80.4	80.1	N/A	N/A
Female	102	100	32.6	32.6	34.7	76.8	84.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	24.5	31.6	43.9	87.8	88.9	89.6	Yes	Yes
African American	126	100	48.8	38.8	12.4	67.8	78.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	69	20.7	10.3	41.4	46.2	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	164	100	43.5	39	17.5	72.1	80.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	236	100	33.5	36.2	30.3	76.9	80.6	80.4	Yes	Yes
<b>Gender</b>										
Male	134	100	35.7	33.3	31	73	78	78.4	N/A	N/A
Female	102	100	30.5	40	29.5	82.1	83.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	20.4	33.7	45.9	86.7	88.9	87.8	Yes	Yes
African American	126	100	44.6	38	17.4	68.6	74.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	69	24.1	6.9	34.5	35.9	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	164	100	40.9	38.3	20.8	71.4	77.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	159	100	29.5	46.6	24	70.5	61.1	67.3
Gender								
Male	92	100	32.9	48.2	18.8	67.1	60.6	66.9
Female	67	100	24.6	44.3	31.1	75.4	61.6	67.7
Racial/Ethnic Group								
White	80	100	14.3	41.4	44.3	85.7	81	79.6
African American	77	100	44.6	51.4	4.1	55.4	45.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	23	100	N/A	N/A	N/A	15	13.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
Socio-Economic Status								
Subsidized meals	112	100	35.6	51.9	12.5	64.4	53.1	55.4

Social Studies

All Students	159	100	41.4	38.8	19.7	58.6	61.8	70.9
Gender								
Male	88	100	42.4	41.2	16.5	57.6	60.7	70.1
Female	71	100	40.3	35.8	23.9	59.7	63	71.7
Racial/Ethnic Group								
White	65	100	29	40.3	30.6	71	71.2	79.2
African American	93	100	49.4	38.2	12.4	50.6	56.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	20	100	N/A	N/A	N/A	23.5	29.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
Socio-Economic Status								
Subsidized meals	111	100	48.1	36.8	15.1	51.9	56.3	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	233	99.6	29.7	48.4	21.9	70.3	73.9	72.1	96.5	96.1
Gender										
Male	134	100	37.3	48.4	14.3	62.7	66.4	65.2	96.8	96.1
Female	99	99	19.4	48.4	32.3	80.6	81.8	79.2	96.2	96.1
Racial/Ethnic Group										
White	107	99.1	19.4	48	32.7	80.6	82.2	80.8	96.2	95.7
African American	124	100	38.7	48.7	12.6	61.3	67.4	59.7	96.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.7	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	64.6	92.2	92.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	31	100	82.1	14.3	3.6	17.9	21.1	27.7	96.8	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	63.7	N/A	96.1
Socio-Economic Status										
Subsidized meals	160	99.4	35.3	50.7	14	64.7	69.7	61.9	96.2	95.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	69	100	32.8	46.3	20.9	67.2
	7	53	100	32.7	46.2	21.2	67.3
	8	79	100	54.7	30.7	14.7	45.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	96	100	41.6	38.2	20.2	58.4
	7	82	100	33.8	33.8	32.5	66.2
	8	58	100	38.2	32.7	29.1	61.8

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	69	100	16.4	49.3	34.3	83.6
	7	53	100	34.6	44.2	21.2	65.4
	8	79	100	46.7	45.3	8	53.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	96	100	24.7	34.8	40.4	75.3
	7	82	100	37.7	37.7	24.7	62.3
	8	58	100	41.8	36.4	21.8	58.2

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	34	100	31.3	56.3	12.5	68.8
	7	53	100	32.7	53.8	13.5	67.3
	8	39	100	50	31.6	18.4	50
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	48	100	45.2	40.5	14.3	54.8
	7	82	100	26	50.6	23.4	74
	8	29	100	14.8	44.4	40.7	85.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	35	100	14.3	77.1	8.6	85.7
	7	53	100	63.5	21.2	15.4	36.5
	8	40	100	51.4	40.5	8.1	48.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	48	100	27.7	46.8	25.5	72.3
	7	82	100	48.1	33.8	18.2	51.9
	8	29	100	46.4	39.3	14.3	53.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	69	98.6	36.4	43.9	19.7	63.6
	7	54	100	34	35.8	30.2	66
	8	79	100	49.3	34.7	16	50.7
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	95	99	35.2	47.7	17	64.8
	7	81	100	27.3	42.9	29.9	72.7
	8	57	100	24.1	57.4	18.5	75.9

Abbreviations for Missing Data

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